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AUTHOR	Sobsey, Dick
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ABSTRACT

The handbook describes the structure and process of practica for teachers of students with severe and multiple handicaps at the University of Alberta. Guidelines for introductory practica are presented and eligibility, practica duration, and location of the practica are discussed. The handbook includes forms of evaluating individual and group instruction, and a format for structuring Individual Practicum Plans. The Individual Practicum Plan is presented as a essentia. element in fitting together the unique combination of practicum student needs, previous experience, program and site characteristics and client attributes. Over 100 teaching competencies are listed for such skill areas as assessment, behavior management, communication and language, data collection, curriculum and program development, instruction, physical and routine care, professional conduct, research, and teamwork. Responsibilities of the practicum student and cooperating teacher are detailed and sample attendance schedules and information sheets are included. (CL)

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PRACTICUM HANDBOOK FOR TEACHERS OF STUDENTS WITH SEVERE AND MULTIPLE HANDICAPS

Dick Sobsey

University of Alberta

1985

Copies of this handbook may be obtained by sending a cheque for $7.00 (payable to Department of Educational Psychology) to Dick Sobsey/Educational Psychology/6-102 EdN/University of Alberta/Edmonton, Alberta, T6G 2G5, Canada.

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PREFACE

This handbook was developed to provide a clear description of the structure of the University of Alberta, Educational Psychology Practica for teachers of students with Multiple, Dependent Handicaps. It is hoped that practicum students, cooperating teachers and others associated with the practica will be able to use this handbook as a guide to understanding the process and requirements of these practica.

Since requirements for these practica are individualized, based on each practicum student's previous experience, current skills and future professional goals, no single set of competencies or experiences can be used for every student. Therefore, primary emphasis is placed on the process of establishing objectives, evaluating progress toward objectives, and determining completion of objectives. The primary format for structuring each practicum student's experiences is the Individual Practicum Plan.

The Individual Practicum Plan and the process associated with it are presented. Other planning and evaluation instruments are provided. Readers developing similar practica are invited to use any or all of these, in whole or in part, in their practica. Acknowledgement of this source would be appreciated, but specific consent is not required.

Many people have been extremely helpful in the development of these practica and handbook. I hope that in singling out a few that I do not make many others feel neglected. Fred Orelove, who guided me through my first practicum supervision, provided many of the ideas used within. David Baine, my colleague at the University of Alberta also provided valuable input. Lynn Sarda, the cooperating teacher for my own first practicum experience, taught me that educating children with handicaps can be a humanistic as well as a behavioral experience. Harvey Zingle provided much needed encouragement to put this information together in handbook form. The University of Alberta and Alberta Advanced Education deserve special commendation for recognizing the need amd establishing a training program for teachers of students with severe and multiple handicaps. These practica are a part of this training program. Finally, all the practicum students, cooperating teachers and classroom pupils who participated in practicum and provided feedback during formative stages of the practicum deserve thanks for their patience, interest and useful recommendations.

While this handbook has been useful in its previous and current forms, revision and refinement are ongoing processes. Any additions, deletions or revisions suggested by readers will be greatly appreciated and will be carefully

considered. Please send any suggestions to the author at the address on the title page.

Dick Sobsey

MDH ORIENTATION

Students entering graduate level training as teachers of students with severe and multiple handicaps are expected to have practical experience working with clients with severe and/or multiple handicaps. Individuals entering the program without an adequate experiential base, will be expected to complete a pre-practicum MDH Orientation course during their first semester of study.

The MDH Orientation consists of 100 hours work experience in a school or other agency providing direct services to individuals with severe and/or multiple handicaps. Grading is based on the accomplishment of objectives pre-specified by the practicum supervisor.

MDH INTRODUCTORY PRACTICUM

The following procedures will be followed to establish each practicum placement:

1. Students will meet the practicum supervisor assigned. Practicum requirements and student needs will be discussed. Suitable practicum placements will be selected. Tentative schedules will be discussed. All students registered for practicum must make an appointment with their supervisor during the first week of classes or earlier.
2. The practicum supervisor will contact the school principal and gain permission to place a student in the school. A suitable cooperating teacher will be selected.
3. The practicum supervisor, the cooperating teacher the student and the principal will meet if necessary to discuss the terms of the practicum: payment; weekly scheduling; duration; responsibilities (cooperating teacher and practicum student responsibilities are described in designated sections that follow). All student programs, instructional and behavioral must be approved by the teacher and the practicum supervisor. Where necessary consent must be obtained from the learner's family or guardian to employ video tapes or photographs.

4. An Individual Practicum Plan will be written by the practicum supervisor with input from the MDH Program staff, the Student and the Cooperating Teacher, indicating specific goals, objectives and evaluation procedures.
5. Any changes in practicum schedules, or arrangements or problems relating to practica must be reported to the Practicum supervisor.

Guidelines for Introductory Practicum: MDH

Eligibility: Students are eligible to participate in the introductory practicum when they have completed are the concurrently completing the following two courses:

a. Behavior Management: MDH
b. MDH: Assessment & Curriculm Management

Consent to participate in practicum prior to completion of these two courses may be requested from the practicum supervisor and may be granted only in exceptional circumstances.

Location: Whenever possible, it is desirable that students complete the first phase of their practicum in a relatively common structured classroom environment for multiply/handicapped individuals. In special circumstances, at the discretion of a practicum supervisor, students may begin their practicum in other types of settings. In successive phases of the practicum students may, at the discretion of their practicum supervisor, complete their practicum requirements in other types of

environments, but all students must complete a classroom placement as one of their practicum assignments.

Duration: The practicum generally involves a minimum of 10 hours per week extending over 10 weeks. A mutually acceptable schedule of days of the week and times of each day that students will visit a school must be established in conjunction with the practicum student, the cooperating teacher, and the practicum supervisor. While the practicum is competency-based and no minimum number of hours is required, students should be aware that inadequate time at the practicum site makes achievement of competencies extremely difficult.

Purpose: A major purpose of the practicum is to give students the opportunity to demonstrate the practical skills in behavioral and instructional management taught in the two courses listed above. Students will demonstrate their competencies by completing the assignments described below. The course uses a competency-based approach to evaluation; students demonstrating the minimum

essential skills will be given a passing mark. Students exceeding this level will be given a higher mark in proportion to their level of achievement. Course credit will not be awarded until a student demonstrates at least minimum competency in each area of performance. Areas in which students must demonstrate their competence are described below.

A second important purpose of practica is to provide feedback to students regarding their teaching performance, and subsequently to improve their teaching skills. Through this process, students exceeding the mastery criteria can continue to refine and develop their abilities.

A third purpose of practica is to introduce the student to varied settings and types of handicapping conditions. By application of classroom training across varied classroom conditions, generalization of teaching skills is enhanced, and the student may demonstrate the ability to apply skills across the wide spectrum of students likely to be encountered in her/his future professional career.

A fourth purpose of practica is to acquaint students with the practical realities of schools and other service

agencies, and to assist them in successful professional adaptation. To adapt successfully, they must be aware of and comply with the rules and standards of their placement setting, while applying their professional skills. They must participate in the existing team process and work toward improving that process.

A fifth purpose of practica is to provide service to the handicapped pupils attending the practicum sites. The placement of students in practicum should provide benefit to the placement setting in addition to providing experience for the practicum student.

EVALUATION OF MDH PRACTICUM PERFORMANCE

Successful teaching of multiple, dependent handicapped students is a complex operation, requiring a wide variety of skills. Evaluation of these skills is equally complex. This evaluation system combines (1) direct observation of the practicum student, (2) examination of products of instruction (e.g. schedules and programs), (3) evaluation of recitations of setting-specific information, and (4) review of compliance with professional standards and procedures as observed by the cooperating teacher and the student.

Two instruments are used to provide structure to direct observation by the practicum supervisor. The Instructional Checklist (PS1) is used in assessing structured instructional programs. Samples of all evaluation forms are included below. The Practicum Supervisors General Observation Form (PS2) is used in assessing a wider variety of teaching behavior in or out of structured instructional programs.

Criteria for examining instructional products and a list of the products required are found in the Instructional Products Checklist (PS3). Students are encouraged to submit products for examination as early as possible so that feedback may be provided and any deficiencies rectified.

The Standards Checklist (PS4) for Knowledge Based Competencies allows the student to demonstrate knowledge of essential site-specific information by oral recitation. Assessment of the application of this information is included in other evaluation components.

The Cooperating Teacher's Evaluation of Practicum Student (PS5) allows assessment of the application of standards and procedures, provides information on the applied value of instructional products, and a second measure of instructional skills. Similarly the Practicum Student's Self-Evaluation (PS6) provides additional information on the skills listed above and allows a measure of students measure of her/his own competency.

(PS1)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM

INSTRUCTIONAL CHECKLIST

Date:_____

Site:_____

Observer:_____

Practicum Student: _____

Pupils: _____

_____

_____

Objective:_____

PREINSTRUCTION

1. lesson begins as scheduled _____
2. pupils move to appropriate area in orderly transition _____
3. required program materials are available and ready _____
4. furniture is set in appropriate instructional arrangement (as indicated in program) _____
5. data collection materials are available _____
6. pupils are positioned in prespecified instructional arrangement _____
7. pupils are positioned for comfort and according to any special positioning requirements _____

INSTRUCTION

COMPONENT	1	2	3	4	5	6	7	8	9	10	11	12	COMMENT
1. Teacher checks locus of pupil attention													
2. Teacher gets or holds pupil attention													
3. Teacher directs pupil attention to task													
4. Teacher tells pupil how to attend to task													
5. Teacher tells pupil response form needed													
6. Teacher prompts response, only if indicated													
7. Teacher gives "do it" signal if required													
8. Teacher allows adequate time for response													
9. Teacher reinforces correct response according to schedule													
10. Teacher provides appropriate error correction													
11. Teacher records data													
12. Teacher maintains cycle													
TRIAL NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	START TIME: END TIME:

NOTE: X=Yes, O=No, NA= Not Applicable, 1,2,3,etc. = see comment with that number

GENERAL COMMENTS:

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POSTINSTRUCTION

1. lesson ends with reinforcement for participation _____
2. students move to next area in orderly transition _____
3. lesson ends at scheduled time _____
4. materials are put away and instructional area left clean and orderly _____

NOTE: X = YES, 0 = NO, NA = Not Applicable, 1,2,3, etc. = see comment with that number.

COMMENTS:

(PS2)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM

PRACTICUM SUPERVISOR'S GENERAL OBSERVATION FORM

☐ scheduled visit

☐ unscheduled visit

PRACTICUM STUDENT:_____

DATE:_____

SETTING:_____

VISIT OBJECTIVE:_____

a. What is practicum student doing upon supervisor's arrival?

b. Is a schedule posted? ☐ Yes ☐ No

c. Is a student involved in scheduled activity? ☐ Yes ☐ No

d. Is student responsive to pupil initiated interaction? ☐ Yes ☐ No

e. What kinds of reinforcement procedures does the student demonstrate?

f. Is feedback appropriate to pupils' communication skills? ☐ Yes ☐ No

g. Is reinforcement frequency adequate? ☐ Yes ☐ No

h. Is reinforcement sufficiently rapid? ☐ Yes ☐ No

i. Is reinforcement sufficiently intense? ☐ Yes ☐ No

j. Is reinforcement sufficiently varied? ☐ Yes ☐ No

k. Does student pair conditioned and primary reinforcers? ☐ Yes ☐ No

l. What behavior management procedures are demonstrated?

m. Are behavior management procedures used consistently? ☐ Yes ☐ No

n. Do lessons begin and end as scheduled? ☐ Yes ☐ No

o. What appears to be the locus of the student's attention?

p. Does student administer instructional materials appropriately? ☐ Yes ☐ No

q. How does student pace instruction?

r. Does student avoid unintentional prompts? ☐ Yes ☐ No

s. Are data records current? ☐ Yes ☐ No

t. Is data being collected? ☐ Yes ☐ No

u. Are schedules of practicum students and cooperating teacher coordinated? ☐ Yes ☐ No

v. Do lessons follow written instructional programs? ☐ Yes ☐ No

w. Does student focus on task? ☐ Yes ☐ No

x. Does student combine care activities with instruction? ☐ Yes ☐ No

y. Does teacher maintain orderly transitions between lessons? ☐ Yes ☐ No

z. Does student provide informational feedback in error correction? ☐ Yes ☐ No

aa. Does student provide adequate instructional time and trials? ☐ Yes ☐ No

OTHER COMMENTS:

(PS3)

INSTRUCTIONAL PRODUCTS CHECKLIST

STUDENT'S NAME _____

SUPERVISOR_____

PRODUCT (see following pages for criteria)

	DATE & INITIALS
A. Behavior management program	_____
B. Instructional program (individual)	_____
C. Instructional program (group)	_____
D. Teacher-Made/Teacher-Modified Material	_____
E. Daily Classroom Schedule	_____
F. Data & Graphs from Programs	_____

INSTRUCTIONAL PRODUCTS CRITERIA

1. BEHAVIOR MANAGEMENT*

   A. Relevant student descriptions* _____

   B. Behavioral pinpoint* _____

   C. Record of antecedents and consequences _____

   D. Environmental and task context _____

   E. Documentation of appropriate consents _____

   F. Rationale for program _____

   G. Behavioural Objective* _____

   H. Implementation date* _____

   I. Target date* _____

   J. Data collection procedures* _____

   K. Data collection schedules* _____

   L. Data collectors specified _____

   M. Explanation of symbols* _____

   N. Data collection materials* _____

   O. Description of baseline phase* _____

   P. Rationale for selecting intervention _____

   Q. Description of intervention* _____

   R. Implementors* _____

   S. Times and places in effect* _____

   T. Criterion for evaluating progress* _____

   U. Revision, if required* _____

   V. Maintenance & generalization plans _____

*Items followed by this symbol must be included in program. The remaining items may be in an appendix to the program.

2. INSTRUCTIONAL PROGRAM (Individual)*

A. Relevant student descriptors* _____

B. Rationale for program _____

C. Behavioral objective* _____

D. Implementation date* _____

E. Target date* _____

F. Instructional environment and arrangement* _____

G. Data collection procedures* _____

H. Data collection schedule* _____

I. Explanation of symbols* _____

J. Baseline assessment procedures* _____

K. Instructional cues and prompts* _____

L. Reinforcers to be used* _____

M. Error correction procedures* _____

N. Program implementors* _____

O. Schedule of instruction* _____

P. Rationale for instructional procedures* _____

Q. Criterion for evaluating progress* _____

R. Revision, if required* _____

S. Maintenance & generalization plans _____

*Items followed by this symbol must be included in program. The remaining items may be in an appendix

to the program.

3. INSTRUCTIONAL PROGRAM (Group)

Must include all elements of the individual program plus the following:

V. Plan for using peer modeling _____

W. Plan for sharing instruction _____

4. TEACHER-MADE/TEACHER-MODIFIED MATERIAL

A. Rationale for material _____

B. Construction/Modification directions _____

C. Directions for use _____

D. Relevant student characteristics _____

E. The material _____

F. Description of use by student _____

5. DAILY CLASSROOM SCHEDULE

A. Days of week _____

B. Times of day _____

C. Students _____

D. Activities _____

E. Staff assignments _____

F. Objectives _____

G. Locations _____

6. DATA & GRAPHS FROM PROGRAMS

A. Behaviour on vertical axis _____

B. Time on horizontal axis _____

C. Units of measure _____

D. Student identification _____

E. Symbols used _____

F. Baseline phase _____

G. Intervention Description _____

H. Intervention Phase _____

I. No-chance days explanation _____

J. Ignore days explanation _____

K. Target date _____

L. Target rate, number, or frequency _____

M. Evaluation line _____

N. Additional phases, if required _____

O. Reliability checks _____

P. Graph consistent with raw data _____

(PS4)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM PRACTICUM

STANDARDS CHECKLIST FOR KNOWLEDGE-BASED COMPETENCIES

STUDENT'S NAME:_____

SUPERVISOR:_____

The student will verbally recount the following information relating to their practicum setting.

		date of successful completion
a.	basic school schedules	_____
b.	emergency procedures (e.g. fire evacuation)	_____
c.	school closing or delay procedures	_____
d.	absence notification procedures	_____
e.	medication administration procedures	_____
f.	special health precautions (e.g., allergies of pupils)	_____
g.	seizure management, observation and reporting procedures	_____
h.	special positioning or programming considerations for specific pupils.	_____
i.	names of pupils	_____
j.	effective reinforcers for pupils	_____
k.	effective prompt/cue categories for pupils.	_____
l.	procedures for program approval	_____
m.	procedures for arranging for consultants	

and other visitors to enter school _____

n. precautions for maintaining confidentiality _____

o. procedures for referring pupils for special services and evaluations _____

p. procedures for communication with families of MDH pupils _____

q. names and roles of classroom and supervisory staff _____

(PS5)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM
COOPERATING TEACHER'S EVALUATION OF PRACTICUM STUDENT

Cooperating teachers are requested to complete this evaluation of each student at or before the halfway point in the student's placement and again at the end of the placement. Evaluations should be returned to the practicum supervisor for discussion with the student and inclusion in the students record. Cooperating teachers are encouraged, however, to discuss evaluations directly with practicum students.

EVALUATION DATES:

PRACTICUM STUDENT:_____ _____

COOPERATING TEACHER:_____ _____

☐ First Evaluation

☐ Final Evaluation

E = Excellent

S = Satisfactory

NA = Not Applicable

US = Unsatisfactory

The practicum student has:

	E	S	NA	US
1. attended as scheduled	☐	☐	☐	☐
2. arrived on time	☐	☐	☐	☐
3. been prepared on arrival	☐	☐	☐	☐
4. given sufficient advance notice of lateness or absence	☐	☐	☐	☐

	E	S	NA	US
5. been dressed appropriately for work	☐	☐	☐	☐
6. acted in a professional manner	☐	☐	☐	☐
7. maintained student confidentiality	☐	☐	☐	☐
8. sought advice from other professionals in developing programs and procedures.	☐	☐	☐	☐
9. maintained positive relationships with handicapped pupils.	☐	☐	☐	☐
10. maintained active involvement with handicapped pupils throughout the practicum	☐	☐	☐	☐
11. shared information and contributed to team effort.	☐	☐	☐	☐
12. followed appropriate procedures for schedules and breaks.	☐	☐	☐	☐
13. demonstrated familiarity with safety precautions	☐	☐	☐	☐
14. obtained appropriate consent before implementing changes.	☐	☐	☐	☐
15. worked effectively with parents of handicapped pupils.	☐	☐	☐	☐
16. selected appropriate instructional goals	☐	☐	☐	☐
17. written instructional programs appropriate for the specific students.	☐	☐	☐	☐
18. used reinforcement effectively	☐	☐	☐	☐

	E	S	NA	US
19. demonstrated effective behaviour management procedures	☐	☐	☐	☐
20. produced significant improvement in pupil performance	☐	☐	☐	☐
21. participated in routine care procedures.	☐	☐	☐	☐
22. engaged in play with pupils.	☐	☐	☐	☐
23. demonstrated initiative.	☐	☐	☐	☐
24. demonstrated continued improvement.	☐	☐	☐	☐
25. been an asset to the classroom.	☐	☐	☐	☐

COMMENTS (continue on back of page, if required)

Use the space provided below for general and/or specific comments. Comments specific to any of the 25 items above should be identified by placing a numeral 1-25 before the comment. Please include a comment for any item judged "unsatisfactory", indicating briefly the nature of the problem and how it might be corrected.

_____

_____

_____

_____

Signature:_____

Please return to:_____

(PS6)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM
PRACTICUM STUDENT'S SELF-EVALUATION

Practicum students must complete Part I of this self-evaluation three times (1-before initiating the practicum, 2-at the half-way point in the practicum, and 3-at the end of the practicum). They must complete Part II of this self-evaluation twice (1-at the half-way point in the practicum, and 2-at the end of the practicum). Completed evaluations must be returned to and discussed with the practicum supervisor.

NAME:_____ DATE:_____

☐ EVALUATION 1 ☐ EVALUATION 2 ☐ EVALUATION 3

PART I

Based on my current skills, knowledge, and experience I feel that I exhibit the indicated levels of competence in each area below:

fc = fully competent

pc = partially competent

nyc = not yet competent

	fc	pc	nyc
1. Writing instructional objectives	☐	☐	☐
2. Determining appropriate educational goals	☐	☐	☐
3. Developing instructional programs	☐	☐	☐
4. Developing behaviour management programs.	☐	☐	☐
5. Selecting appropriate instructional materials.	☐	☐	☐
6. Arranging instructional environments.	☐	☐	☐

	fc	pc	nyc
7. Scheduling instruction	☐	☐	☐
8. Communicating with parents	☐	☐	☐
9. Communicating with other professionals	☐	☐	☐
10. Planning data collection	☐	☐	☐
11. Observing and recording data	☐	☐	☐
12. Modifying programs based on data	☐	☐	☐
13. Arranging smooth transitions between instructional sessions	☐	☐	☐
14. Providing one-to-one instruction	☐	☐	☐
15. Providing small group instruction	☐	☐	☐

PART II

E = Excellent

S = Satisfactory

NA = Not Applicable

UN = Unsatisfactory

In this practicum, I have:

	E	S	NA	US
1. attended as scheduled	☐	☐	☐	☐
2. arrived on time	☐	☐	☐	☐
3. been prepared on arrival	☐	☐	☐	☐
4. given sufficient advance notice of lateness or absence	☐	☐	☐	☐

	E	S	NA	US
5. been dressed appropriately for work	☐	☐	☐	☐
6. acted in a professional manner	☐	☐	☐	☐
7. maintained student confidentiality	☐	☐	☐	☐
8. sought advice from other professionals in developing programs and procedures	☐	☐	☐	☐
9. maintained positive relationships with handicapped pupils	☐	☐	☐	☐
10. maintained active involvement with handicapped pupils throughout the day	☐	☐	☐	☐
11. shared information and contributed to the team effort	☐	☐	☐	☐
12. followed appropriate procedures for schedules and breaks	☐	☐	☐	☐
13. demonstrated familiarity with safety precautions	☐	☐	☐	☐
14. obtained appropriate consent before implementing changes	☐	☐	☐	☐
15. worked effectively with parents of handicapped pupils	☐	☐	☐	☐
16. selected appropriate instructional goals	☐	☐	☐	☐
17. written instructional programs appropriate for the specific students.	☐	☐	☐	☐

	E	S	NA	US
18. used reinforcement effectively	☐	☐	☐	☐
19. demonstrated effective behavior management techniques	☐	☐	☐	☐
20. produced significant improvement in pupil performance	☐	☐	☐	☐
21. participated in routine care procedures	☐	☐	☐	☐
22. engaged in play with pupils	☐	☐	☐	☐
23. demonstrated initiative	☐	☐	☐	☐
24. demonstrated continued improvement	☐	☐	☐	☐
25. been an asset to the classroom.	☐	☐	☐	☐

COMMENTS

Use the space provided for general and/or specific comments. Comments specific to any of the 20 items in Part I or 25 items in Part II should be identified by numerals I-(1-20) or II-(1-25). Please include a comment for any item judged "unsatisfactory" indicating briefly the nature of the problem and how it might be correct.

_____

_____

_____

_____

_____

Signature: _____

(PS6A)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM

PRACTICUM STUDENT'S TEACHING EXPERIENCE RECORD

SETTING:

HOURS & DATES:

JOB TITLE:

PUPILS' CHARACTERISTICS:

PUPILS' AGES:

PROGRAM CHARACTERISTICS:

Individual

Practicum Plans: The practicum will be individualized to meet the needs of specific students. Individual Practicum Plan will be developed for each student to ensure that program competencies are developed while recognizing the individual resources and needs of students. An Individual Practicum Plan For (PS7) is included below.

Individual Practicum Plan

Practicum Student:_____ Semester:_____

Supervisor:_____

BASELINE CHARACTERISTICS:

Previous Experience:

Coursework Completed:

Needs/Resources:

** PRACTICUM IMPLEMENTATION PLAN **

Objective	Initiation Date	Target Date	Product	Criterion	Certification of Acceptable Completion

PRACTICUM STUDENT: _____ COOPERATING TEACHER: _____

SITE: _____ SUPERVISOR: _____

35

PRACTICUM GOALS

Student characteristics:

program development:

domain areas:

setting characteristics:

SETTINGS	SCHEDULE	COOPERATING TEACHERS	GOALS

TYPICAL PRACTICUM COMPETENCIES

Although no uniform curriculum of objectives is possible with an individualized practicum, the following set of competencies is provided as a guideline and partial catalogue. Use of criteria stated in evaluation forms allows a more comprehensive set of competencies with a smaller set of competency statements.

1.0 ASSESSMENT

1.1 Given a selected severely or multiply handicapped pupil, the practicum student will conduct a complete assessment in a specified functional domain

1.2 Given a selected severely or multiply handicapped pupil, the practicum student will conduct a complete assessment in a specified curricular domain.

1.3 Given a pupil with severe or multiple handicaps, the practicum student will identify current and future functional environments.

1.4 Given functional environments, the practicum student will identify critical skills for ecological adaptation.

1.5 When carrying out an educational assessment, the practicum student will state the purpose of the

assessment and gather information relevant to the stated purpose.

1.6 When writing out an assessment report, the practicum student will describe the assessment procedures used.

1.7 When writing out an assessment report, the practicum student will provide rationale for the specific procedures used in assessment.

1.8 When determining instructional goals, the practicum student will write goals based on assessment findings.

2.0 BEHAVIOR MANAGEMENT

2.1 When given a pupil with severe or multiple handicaps, the practicum student will conduct a reinforcer sampling providing a list of ranked reinforcers and a list of items or events found ineffective.

2.2 When using reinforcers, the practicum student will select reinforcers appropriate to the child.

2.3 When using reinforcement, the practicum student will vary the reinforcers used.

2.4 When consequating behavior the practicum student will provide consequences immediately after the

selected response.

2.5 When consequating behavior, the practicum student will respond with adequate intensity.

2.6 When responding to desired behavior, the practicum student will use only natural reinforcers, if sufficient, and pair natural reinforcers with instructional reinforcers if instructional reinforcers are required.

2.7 When observing behavior in unstructured evaluation, the practicum student will record antecedents, behavior and subsequent events.

2.8 If an intervention is required to reduce or eliminate a behavior, the practicum student will select the intervention on the basis of the least intrusive alternative and will provide an appropriate rationale for the selection made.

2.9 For each unit of time used to intervene to reduce a specified behavior, the practicum student will use at least equal time to build another behavior for the same pupil.

2.10 For each behavior targeted for reduction or elimination, the practicum student will target at least one behavior for acquisition or fluency building in the same student.

2.11 Based on the needs of a given pupil with severe or

multiple handicaps, the practicum student will write an appropriate behavior management program as including all components listed in PS3.1.

3.0 CLASSROOM MANAGEMENT

3.1 During each practicum, the practicum student will verbally recount all basic site procedures listed in PS-4.

3.2 In conjunction with the cooperating teacher, the practicum student will develop a classroom schedule of activities as described in PS-3.

3.3 By the second week of practicum, the practicum student will submit copies of the daily work schedule to the cooperating teacher and practicum supervisor.

3.4 When working at the practicum site, the practicum student will follow a written schedule.

3.5 When providing instruction, the practicum student will begin and end lessons at scheduled times.

3.6 If changes are required in classroom scheduling, the practicum student will revise all copies of the schedule to reflect the changes.

3.7 During periods between lessons or activity periods, the practicum student will maintain

orderly transitions by controlling organization of materials, staff and pupils.

3.8 Prior to beginning each lesson, the practicum student will have materials available and properly organized.

3.9 Prior to beginning each lesson, the practicum student will ensure that furniture is set up in a prespecified instructional arrangement.

3.10 Prior to starting instruction, the practicum student will position pupils as specified in the written instructional program.

3.11 During all programs, the practicum student will keep relevant data collection materials where they are immediately accessible.

3.12 When assigned a specific pupil, the practicum student will organize and maintain a file of programs and formative data.

3.13 Based on the needs of a specific pupil, the practicum student will construct or modify an instructional material.

3.14 When providing routine care activities, the practicum student will combine concurrent functional teaching at appropriate times.

3.15 During each day of practicum, the practicum student will maintain locus of attention on pupils

and instructional tasks at least 80% of the time.

4.0 COMMUNICATION & LANGUAGE

4.1 Given a child with severely delayed language, the practicum student will involve the child in imitative or interactive play.

4.2 Given a pupil with severe language delay, the practicum student will conduct a complete communication assessment including interviews with signficant others, natural observation and elicited communication sampling.

4.3 Given assessment data from a pupil with severely delayed language, the practicum student will develop a communication program.

4.4 When an individual exhibiting language delays initiates interaction, the practicum student will respond on at least 4 of 5 consecutive opportunities.

4.5 Given an individual with communication delay and sensory and/or motor disabilities, the practicum student will construct a suitable communication aid.

5.0 CURRICULUM & PROGRAM DEVELOPMENT

5.1 When preparing an Individual Educational Program, the practicum student will provide training components in home, school/vocational, leisure and community domains.

5.2 When designing an Individual Educational Program, the practicum student will include age appropriate play or leisure programs.

5.3 When preparing an Individual Educational Program, the practicum student will indicate the amounts of academic and functional instruction and provide a rationale for each.

5.4 When modifying an instructional task or daily living activity, the practicum student will prepare a normalization impact statement.

5.5 Given a selected pupil and an instructional objective for a response not yet in the pupil's repetoire, the practicum student will write and implement a response acquisition program.

5.6 Given a selected pupil and an instructional objective for building frequency of a response already within the pupil's repetoire, the practicum student will write and implement a fluency building program.

5.7 Given a selected pupil and an appropriate

objective involving a discrimination task, the practicum student will write and implement a discrimination training program.

5.8 Given a selected pupil and a suitable instructional objective, the practicum student will write and implement an instructional program for concept acquisition.

5.9 When developing an instructional or behavior management program, the practicum student will select an appropriate reinforcement schedule and provide a rationale for the selection.

5.10 Given pupil information and input from other team members, the practicum student will write a basic individual instructional program.

5.11 Given pupil information and input from other team members, the practicum student will write a basic group instructional program.

5.12 When developing a program of instruction, the practicum student will identify an appropriate instructional format (forward chaining, backward chaining, whole task presentation, simultaneous presentation, match-to-sample, etc.) and provide a suitable rationale for the selection.

5.13 Given a task with a relatively fixed chronological sequence, the practicum student will develop a

task analysis.

5.14 Based on the needs of a group of pupils, the practicum student will write a complete instructional program as decribed in PS-3.

5.15 While working with pupils with sensory impairments, the practicum student will adapt programs and materials to their specific needs.

5.16 Given pupil assessment data, the practicum student will write complete behavioral objectives appropriate to the pupil.

5.17 Given a pupil with severe and/or multiple handicaps, the practicum student will construct or modify an instructional material to meet the pupils individual needs.

5.18 When modifying or constructing an instructional material, the practicum student will describe the material including: (a) a physical description, (b) instructions, (c) directions for use, (d) relevant pupil characteristics, (e) a rationale for its use, and (f) field test data.

6.0 DATA COLLECTION

6.1 During assessment of pupils' behaviour, the practicum student will collect data on behavior,

antecedent events, a subsequent events.

6.2 Prior to beginning intervention, the practicum student will collect relevant baseline data.

6.3 After collecting baseline data, the practicum student will develop a target date and a target rate based on anticipated progress from baseline and functional performance levels.

6.4 While conducting formal training and behavior management programs, the practicum student will collect and chart data.

6.5 Given several different instructional and behavior management programs, the practicum student will select an appropriate behavior management system for each.

6.6 During repeated trials training sessions, the practicum student will record data as part of each instructional trail.

6.7 After collecting data, the practicum student will display the data in graphic form as described in PS-3.6.

6.8 After charting data, the practicum student will use data to evaluate (and modify, when required) programs.

7.0 INSTRUCTION

7.1 Based on assessment information, the practicum student will write a complete individual instructional program including all components listed in PS-3.2.

7.2 Based on assessment data from several pupils, the practicum student will write a complete group instructional program including all components listed in PS-3.2 and PS-3.3.

7.3 When planning for instruction on each objective, the practicum student will include both repeated trials and functional activities.

7.4 When providing instruction, the practicum student will include specific methods of enhancing maintenance and generalization.

7.5 When giving formal instruction, the practicum student will follow procedures included in written instructional programs.

7.6 When providing repeated trials instruction to a single pupil, the practicum student will follow the instructional cycle and procedures listed in PS-1.

7.7 When providing repeated trials instruction to a small group of students, the practicum student will follow the instructional cycle and procedures

listed in PS-1.

7.8 When observed at random times during practicum, the practicum student will demonstrate the instructional techniques outlined in PS-2.

7.9 When teaching, the practicum student will provide an adequate number of instructional trials.

7.10 When teaching, the practicum student will provide adequate instructional time.

7.11 During training sessions, the practicum student will avoid unintentional prompts.

7.12 During instruction, the practicum student will pace instruction according to the pupil's needs.

7.13 During instruction, the practicum student will structure lessons to ensure more reinforcement than error correction (at least a 4:1 ratio).

7.14 When giving error correction, the practicum student will include informational feedback.

7.15 When giving error correction, the student will follow a prespecified procedure.

7.16 When providing reinforcement, the practicum student will follow a prespecified schedule.

7.17 After presenting a task, the practicum student will allow the pupil an adequate time for response before presenting prompts or correction.

7.18 When teaching a group of pupils, the practicum

students will use "do-it" signals to control responding.

7.19 Before presenting a task, the practicum student will check the locus of the pupil's attention.

7.20 Upon presenting a task, the practicum student will direct the pupil's attention to the task-stimulus.

7.21 Upon presenting the task-stimulus, the practicum student will present stimulus-directions that indicate the mode ("look," "listen," etc.) in which the pupil must attend.

7.22 When requesting the pupil's response, the practicum student will provide response-directions that indicate the mode ("touch," "say," etc.) of the desired response.

7.23 When prompting is required, the practicum student will select a stimulus-prompt or response-prompt based on the pupil's performance.

7.24 When prompting is required, the practicum student will select the least intrusive effective prompt.

8.0 PHYSICAL AND ROUTINE CARE

8.1 When working with pupils with physical disabilites, the practicum student will lift, position and handle them appropriately.

8.2 When positioning pupils, the practicum student will position them according to their needs for comfort and optimal function.

8.3 During practicum, the practicum student will participate in routine care procedures.

8.4 During practicum, the practicum student will carry out all procedures in accordance with safety principles and site-specific procedures.

8.5 During practicum, the practicum student will maintain positive relationships with all pupils.

8.6 During practicum, the practicum student will maintain continual interactions with all pupils.

9.0 PROFESSIONAL CONDUCT

9.1 During practicum, the practicum student will attend regularly at scheduled times and dates.

9.2 During practicum, the practicum student will maintain confidentiality regarding pupils and their parents.

9.3 When discussing pupils and others with handicaps, the practicum student will use respectful, non-stigmatizing terminology.

9.4 During practicum, the practicum student will follow basic site-specific procedures and interact

well with staff and pupils as indicated in PS-5 and PS-6.

9.5 When attending practicum, the practicum student will dress appropriately.

9.6 If the practicum student is late or absent from practicum, she will give adequate advanced notice to the cooperating teacher, as required by site-specific procedures.

9.7 Upon arrival at the start of the school day, the practicum student will be adequately prepared to begin scheduled activities.

10.0 RESEARCH

10.1 Given an specific need for program development, the practicum student will locate relevant research studies.

10.2 Given findings from relevant data-based research, the practicum student will apply them to the development of an appropriate instructional or behavior management program.

10.3 Given an instructional program, the practicum student will identify an appropriate research design for evaluating the program.

10.4 Given a program and a research design for

evaluation, the practicum student will implement the evaluation process.

10.5 After completing an applied research project, the practicum student will prepare a written description of the research and its results.

10.6 After completing an applied research project the practicum student will present an oral description of the research and its results.

11.0 TEAMWORK

11.1 During practicum, the practicum student will participate in the team evaluation and intervention process.

11.2 When participating in training programs, the practicum student will communicate progress data and other relevant information to other program staff.

11.3 When developing intervention programs, the practicum student will seek and utilize advice and information from other staff and family.

11.4 During practicum the practicum student will set up and implement a two-way communication system between program staff and family or other primary caregivers.

11.5 When scheduling activities, the practicum student will coordinate her/his schedule with the cooperating teacher and other staff.

11.6 Prior to initiating intervention, the practicum student will obtain consent from the cooperating teacher and any others required.

11.7 After being assigned an appropriate topic, the practicum student will provide an in-service education program to other staff.

11.8 Presented with a specific area of concern, the practicum student will provide consultation to other professionals working with a specified pupil.

Student's Evaluation of Practicum Experience:

At the end of each practicum experience, each student will fill out a Student's Evaluation of Practicum Experience (PS8). Data collected are used to assess the student's perception of the experience, to compare student satisfaction with various sites, and to identify and implement changes to improve future practica.

(PS8)

MULTIPLE, DEPENDENT HANDICAPPED PROGRAM

STUDENT'S EVALUATION OF PRACTICUM EXPERIENCE

SITE: _____

COOPERATING TEACHER:_____

SUPERVISOR:_____

DATE OF PRACTICUM:_____

For each statement below, indicate if you strongly agree, agree, disagree, strongly disagree, or if the statement is not applicable.

NA = Not Applicable

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly disagree

	NA	SA	A	D	SD
1. This site was suited to my needs.	☐	☐	☐	☐	☐
2. Information on site-specific procedures was easily available.	☐	☐	☐	☐	☐
3. My responsibilities were made clear to me.	☐	☐	☐	☐	☐
4. Pupils at this site were severely or multiply handicapped.	☐	☐	☐	☐	☐

	NA	SA	A	D	SD
5. Activities at this site are appropriate for the pupils.	☐	☐	☐	☐	☐
6. The cooperating teacher gave me assistance when needed.	☐	☐	☐	☐	☐
7. The cooperating teacher gave me useful feedback on my work.	☐	☐	☐	☐	☐
8. Good communication existed between the cooperating teacher and me.	☐	☐	☐	☐	☐
9. The practicum supervisor visited regularly.	☐	☐	☐	☐	☐
10. The practicum supervisor provided frequent feedback.	☐	☐	☐	☐	☐
11. The practicum supervisor provided useful feedback.	☐	☐	☐	☐	☐
12. The practicum supervisor was available for consultation when needed.	☐	☐	☐	☐	☐
13. Practicum requirements were consistent with classwork.	☐	☐	☐	☐	☐
14. Practicum requirements were suitable for this site.	☐	☐	☐	☐	☐
15. Practicum requirements were reasonable.	☐	☐	☐	☐	☐

	NA	SA	A	D	SD
16. I knew what was expected of me.	☐	☐	☐	☐	☐
17. I enjoyed this experience.	☐	☐	☐	☐	☐
18. I learned from this experience.	☐	☐	☐	☐	☐
19. This experience was an important part of my training.	☐	☐	☐	☐	☐
20. I would recommend this experience to another student.	☐	☐	☐	☐	☐

Please write a brief answer for each item below:

21. The aspect of this experience I liked least was:

22. The aspect of this experience I liked best was:

23. If I could implement changes to improve practicum, I would:

24. Some additional comments include:

PRACTICUM STUDENT'S RESPONSIBILITIES

Listed below are the basic responsibilities of all practicum students. Additional, specific responsibilities will be included in the individual practicum plan. Target dates indicate the timeline for completion during a fall or winter term (based on thirteen weeks)

TARGET DATE	RESPONSIBILITIES
1st week	- Notify supervisor of registration in practicum
	- Discuss possible placement with supervisor
	- Fill out practicum student information forms
	- Read practicum handbook
	- Discuss questions or concerns with supervisor
	- Submit PS-6 to supervisor
2nd week	- Contact prospective cooperating teacher
	- Determine mutually agreeable schedule
	- Determine basic duties
	- Submit written schedule (see PS10 below) to supervisor

3rd week
- Begin attendance
- Meet with supervisor to establish individual practicum plan
- Obtain consents for videotaping (submit to supervisor)
- Obtain cooperating teacher information (submit to supervisor)
- Develop complete written schedule (see PS3; submit to supervisor)
- Discuss IPP with cooperating teacher

5th week
- Meet with supervisor to discuss PS4
- Distribute PS5 to cooperating teacher

6th week
- Submit drafts of written programs
- Submit PS6 to supervisor

11th week
- Distribute PS5 to cooperating teacher

12th week
- Submit PS6 & PS8 to supervisor

12th week - Meet with supervisor to determine if all competencies have been demonstrated

Throughout Praticum
- Meet with supervisor after each site visit
- Notify supervisor of any schedule change
- Return all evaluation forms (or copies) to supervisor

COOPERATING TEACHER'S RESPONSIBILITIES

Listed below are the basic responsibilities of cooperating teachers. Target dates indicate the desirable timeline for completion.

TARGET DATE	RESPONSIBILITIES
2nd week	- Develop schedule of days and times of practicum
3rd week	- Fill out cooperating teachers information sheet - Develop specific work schedule with student
6th week	- Fill out student evaluation and send to supervisor
12th week	- Fill out student evaluation and send to supervisor
Throughout Practicum	- Provide feedback to Practicum student

- Provide experiences relevant to assigned compencies
- Notify practicum student and supervisor of any problems

(PS9)

MDH: PRACTICUM

COOPERATING PROFESSIONAL'S INFORMATION SHEET

DATE: _____

NAME: _____ TITLE: _____

FACULTY: _____ SIN #: _____

ADDRESS: _____ PHONE: (DAY) _____

_____ (EVE) _____

_____

Best calling times: _____

_____

_____

ROOM NUMBER: _____

NUMBER OF STUDENTS: _____ AGE RANGE: _____

TYPES OF HANDICAPS:

PHYSICAL: _____

_____

_____

LEARNING: _____

_____

_____

BEHAVIOURAL: _____

_____

_____

HOURS IN OPERATION:

LUNCH TIME:

HOURS WHEN PRACTICUM STUDENT MIGHT BE MOST HELPFUL_____

_____

PROGRAMMING AREAS THAT PRACTICUM STUDENT MIGHT BE MOST HELPFUL WITH:_____

_____

NUMBER OF YEARS PROFESSIONAL EXPERIENCE:_____

NUMBER OF YEARS EXPERIENCE WITH MDH:_____

(PS10)

PRACTICUM ATTENDANCE SCHEDULE

PRACTICUM STUDENT:_____

PHONE:_____

COOPERATING TEACHER:_____

SCHOOL:_____

SCHOOL ADDRESS:_____

_____

_____

SCHOOL PHONE:_____

Best calling times:_____

DAYS OF WEEK	TIMES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

STARTING DATE:_____

FINISHING DATE:_____

Any changes in this schedule must have prior approval of the cooperating teacher and practicum supervisor.

(PS11)

MDH: PRACTICUM

PRACTICUM INFORMATION

NAME_____ COURSE TITLE_____

ADDRESS_____ _____

POSTAL CODE_____ COURSE NO. 597 _____

TELEPHONE_____ 497 _____

DIPLOMA _____ MASTERS _____

PT. TIME _____ FULL TIME _____

NUMBER OF COURSES YOU ARE TAKING: TERM 1 _____

TERM 2 _____

DO YOU CURRENTLY WORK AT LEAST 3 HOURS/WEEK IN HANDS-ON CLASSROOM ACTIVITY WITH MULTIPLE, DEPENDENT HANDICAPPED STUDENTS FOR EACH COURSE IN WHICH YOU ARE REGISTERED?

YES _____ NO _____

CAN YOU ARRANGE FOR SUCH ACTIVITY?

YES _____ NO _____

PLACE OF EMPLOYMENT _____

ADDRESS _____

TELEPHONE

(DAY):_____(EVENING):_____

JOB ROLE_____

SUPERVISOR WITH WHOM WE COULD ARRANGE PERMISSION TO SUPERVISE YOU IN A PRACTICUM SITUATION _____

WITH WHAT TYPE OF INDIVIDUALS DO YOU CURRENTLY WORK?

(AGE, DISABILITIES, LEVEL OF FUNCTIONING) _____

_____

_____

DATE OF TB SKIN TEST OR X-RAY CLEARANCE: _____

COMMENTS:

MDH: ADVANCED PRACTICUM

Placement procedures for the advanced practicum will be similar to those described for introductory practicum, except that the students introductory practicum placement and performance will be considered in selecting an appropriate advanced practicum placement.

Eligibility: Students are eligible to participate in the introductory practicum when they have completed the following courses:

a. Introductory Practicum
b. Behavior Management: MDH
c. Assess. & Curriculum Management: MDH
d. Instructional Design
e. Sensory Impairments

Special permission from the practicum supervisor is required by anyone wishing to begin advanced prcaticum prior to completing these courses.

Location: Location of the advanced practicum is based on the career plans and educational needs of the student. Potential locations include public, separate and private school classrooms, group homes, vocational training centers, and residential care facilities. Some students

may do part of the practicum at more than one site.

Duration: The practicum requires about 100 hours (generally 10 hours per week over 10 weeks). Since this practicum is competency-based, some students may require less time, while others require more to complete their demonstration of competencies. A mutually acceptable schedule of days of the week and times of each day that students will participate must be established between the cooperating teacher, the practicum student and the practicum supervisor.

Purpose: The purposes of the advanced practicum are similar to those of the introductory practicum the advanced practicum, however, focuses on further refinement of skills, the demonstration of skills associated with the additional coursework completed, more independent behaviour on the part of the practicum student, and consultation and management skills.

Evaluation: The same evaluation forms used for the introductory practicum are used for the advanced practicum. except for the following

changes:

1. On the Instructional Products Checklist (PS3), the Teacher-made/Teacher-modified material is not required. A comprehensive student assessment and an individualized education program is required.
2. Instructional programs should reflect content of instruction of design coursework. An instructional flowchart and task analysis should be included. Standards for instructional objectives will require more detailed description of conditions and consideration of generalization and maintenance.

Other differences:

1. A individualized practicum plan should be developed by the student and modified or approved by the practicum supervisor.
2. Another form of performance contract may be substituted for the individualized practicum plan if approved by the practicum supervisor and relevant to the practicum environment and objectives.
3. Since students in advanced practicum should be approaching independence, the

greater focus on self-evaluation and less focus on external evaluation will occur.

MULTIPLE, DEPENDENT HANDICAPPED GRADUATE DIPLOMA AND MASTERS PROGRAM

Department of Educational Psychology
University of Alberta
Edmonton, Alberta, Canada. T6G 2G5

Training Objectives

The program is designed to train teachers, consultants, and researchers to work with persons having severe, multiple handicaps. Training is also provided to personnel working within administrative positions. The program provides comprehensive training in medical and physical management, sensory and communication problems, assessment, curriculum development, instruction, and behaviour management. Graduates of the program work in schools, preschools, vocational programs, hospitals, treatment centres, group homes, and clinics in rural and urban centres.

Program Population Focus

The program focusses on training various personnel to work with children, youth, and/or adults who may be severely or profoundly mentally retarded, sensorially impaired (deaf and/or blind), orthopedically handicapped, and/or health impaired, who may also have behaviour, and/or communication disorders. The emphasis of program instruction and practicum experience at various levels of mental retardation is: severe 60%; profound, 25%, and moderate, 15%.

Program Philosophy

The program emphasizes a functional, least restrictive, age-appropriate, empirically based approach to curriculum, and instruction based on conceptual, ecological, and task analytic methods. Students are also taught to use the least intrusive, data-based methods of applied behaviour analysis and direct instruction techniques in both instructional and behavioural management. Graduates are trained to work relatively independently in rural communities in which members of other disciplines may not be readily available, and to work cooperatively in urban settings with occupational, physical, and speech therapists. Students are versed in multi-, inter-, and transdisciplinary methods of service delivery.

Program Structure

Diploma Program. The diploma program, of twelve to fourteen months duration, is designed to train teachers and other personnel to work with persons having a severe handicap. Students in this program are required to complete nine specialized courses including two practicums. The

program of studies is described in the table below. Students may complete the program while studying on a part-time basis. Eligibility: A) an undergraduate degree, b) practical experience with persons having severe, multiple handicaps, c) a suitable academic record, d) acceptable letters of recommendation. Address all enquiries to the Coordinator, Multiple, Dependent Handicapped Program.

Masters Program. The masters program, of two years duration, is designed to train teachers, administrative, consultative, and research personnel. Students in this program complete nine specialized courses and practicums, plus four courses in Educational Psychology, and a thesis. The program of studies is described in the table below. Although students may register for courses on a part-time basis, during their program of studies, they are required to register as full-time students for one year (some individualization is possible). Eligibility: a) an undergraduate degree, b) practical experience with persons having a severe, multiple handicap, c) a suitable academic record, and d) acceptable letters of recommendation. Address all enquires to the Coordinator, Multiple, Dependent Handicapped Program.

Special Students, Graduate Students, and Undergraduate students. Students in the undergraduate program in special education, and graduate students in other programs may be given special permission by the program Coordinator to complete one or more courses in the program. A limited number of rehabilitation practioners, child care workers, and other personnel with extensive practical experience with persons having severe, multiple handicaps may also be given special permission to register in one or more courses in the program.

Bursaries. The Alberta Department of Education has established a bursary program for persons enrolled in the MDH Program who hold a valid Alberta teaching certificate, and who are Alberta residents. Enquires should be made through Special Education Services, Alberta Education, 5th. Floor, Devonian Building, West Tower, 11160 Jasper Avenue, Edmonton, Alberta, T5K OL2.

ENQUIRIES: David Baine, Ed. D. Coordinator, Multiple Dependent Handicapped Program, Department of Educational Psychology, Educ. North 6-102. University of Alberta, Edmonton, Alberta, Canada, T6G 2G5.

Courses

To accommodate students who may be fully employed, most of the following courses are scheduled from 4:30 or 5pm to 7:30 or 8pm daily. Required courses are indicated by an asterisk "*;" optional courses are indicated by an "o." Diploma students choose two of the three options listed as numbers 4, 8a, and 8b. Course weighting "W" is indicated as either 3 (3 hours per week for one term) or 6 (3 hours per week for two terms of study).

Course	Program		
	Dip.	M.Ed	W
1. Behaviour Management: MDH	*	*	3
2. MDH: Assessment and Curriculum Management	*	*	3
3. Sensory Deficits: MDH	*	*	3
4. Single Subject Research Design: MDH	o	*	3
5. MDH: Instructional Design	*	*	3
6. Communication: MDH	*	*	3
7. Medical and Physical Management: MDH	*	*	3
8a. Prevocational, Vocational and Life Skills	o	o	3
OR			
8b. Issues: MDH	o	o	3
9. MDH: Orientation	o	o	3
10. MDH: Introductory Practicum	*	*	3
11. MDH: Advanced Practicum	*	*	3
12. Ed. Psy. 502 Intro. Educ. Research		*	6
13. Ed. Psy. 569 Advanced Ed. Psy. Development		*	3
14. Ed. Psy. 571 Advanced Ed. Psy. Learning		*	3
15. Thesis		*	
Total number of required full-courses	5	7	

U of A PRACTICUM MDH